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Journal OF THE



Association for Education by Radio

The Association for Education by Radio

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Volume II

March, 1943

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"It Tolls for Thee"

By Charles A. Siepmann

This is the text of an address delivered by Mr. Siepmann, of the Office of War Information, on November 6, 1942 at regional conference of the Association for Education by Radio, held at Stephens College, Columbia, Missouri.

I'm asked to answer the question, "Can propaganda win this war?" The answer I give you is very simple. It can, and it must. Armed victory alone can't win this war. Five days from now we shall commemorate the end of a war pursued for goals that, with victory won, we then rejected. We were faced with a choice, a hard choice and an easy choice. We chose the latter.

The function of propaganda in this war and at this time, as I see it, is again to present the people with the material for a choice. That choice has to do with the goal that we are aiming at. There are two possible definitions of that goal, and they depend on our attitude to this war. We can choose to think of this war in one of two ways—either as an interruption or as a precipitation of the course of events. Is it our goal, then, to conserve the status quo, which is the logical outcome of the desire to see this war as an interruption of events, or, is our goal to pursue further the revolution which America, itself, began nearly two hundred years ago? That in essence to me, is the nature of the choice that has to be presented to the people. Are we to implement and carry forward the revolution which this country began in history and in the world two hundred years ago?

For the answer to that question you've got to look into yourselves. It is a personal question. It involves you and me, as individuals. For answer, then, you can examine your conscience, ask yourself by what values your life is directed, what things you put first, and on that basis you can determine whether your personal desire is for return to the status quo, or for the carrying further forward of the stream of events initiated two hundred years ago in this country. Or, if you like, you can find an answer by probing history. Let's do so. More than two thousand years ago, a Greek philosopher said a mouthful in two words, in two Greek words, "Panta rei" — "Everything flows." And Shakespeare came along some centuries later and said the same thing in a different form. "There is a tide in the affairs of men." You can

give yourself to the stream of events, or you can try, like King Canute, to stem the tide.

Now, for nearly two hundred years the stream of events has flowed in one clear direction towards emancipation, emancipation of peoples from princes and kings, emancipation of the Negro from slavery, emancipation of women from the status of goods and chattels, emancipation of men of faith from tyranny and persecution of religion. America set that stream flowing, with the inspired challenge that all men are created equal.

In the middle of the nineteenth century, the stream bogged down in America, and America fought the bloodiest war in history to set it flowing again. And now, eighty years on, it looks as if the stream has been bogged down again. Or so at least Hitler would have us think. The revolution, he says is over. The democrats pay no more than lip service to the creed of their democracy. Lip service alone survives. Men want security more than they cherish freedom. That is the issue of this war.

Twice in its history, at a time of crisis, this country has produced a genius who has been able to express in terms so clear that the simplest man could understand them, the nature of the crisis that they faced. Jefferson and Lincoln each expressed in simple terms before the issue was joined, the nature of the struggle on which the country then embarked. This time no genius has stepped forward to present in simple terms the nature of the conflict. And it is for that reason I think that many are still hesitant, many more are bewildered as to the ends that we

are aiming at. They do not recognize the nature of the choice they face. Now, the truth that lies at the heart of that choice is a simple fact. You remember I asked you to think of the issue of the war as an interruption or a precipitation of the flow of events. Do these two attitudes represent real alternatives? They do not. The truth is that there is no status quo. There is no standing still. We can go back or we can go on. The conception of war as an interruption of events is an illusion. War is a precipitation of events, and changes our lives and our ways.

There is no return to yesterday. We can give ourselves to the stream of events, or, as a nation, we can pass out of the main stream into a back water. How can that truth be communicated to ordinary people? First, I think by lightening the darkness of their ignorance of the world they live in. Mr. Willkie did it in a certain sense a few nights ago. It can be done also by an appeal to their generosity, not to their self-interest. Self-interest is not a motive that will get a nation on its feet fighting mad to win through to victory.

It can be done by communication, in particular, of knowledge, in three main fields, which so far we have signally neglected in our propaganda. And all of them come within the ambit of that strategy of truth which we think of propaganda.

We can do it by giving people knowledge, first, of the enemy they are fighting, by showing them the nature of the creed that our enemies have promulgated and by which all their actions and their brutalities are justified. The things the Nazis and the Japanese do are not the accidents of war. They are the logical consequences of a depraved philosophy of life, the imprint of which they mean to stamp not only upon Germany or Europe, but on the world itself. Far too few Americans still realize that it can happen here.

Second, by knowledge of their allies, knowledge that doesn't feed the prejudice that springs from ignorance or half-knowledge of other people.

(Continued on back cover)

CBS "School of the Air" Committee Meets in New York

The *School of the Air of the Americas*, while somewhat misnamed according to latest developments in that highly respected network air school, is already off to a fast start for 1943-1944. The National Committee met in New York recently to advise on future plans and comment upon past operations. A closer tieup with all government agencies was evidenced in all of the programs directly supporting the war effort. At the same time closer cooperation with the professional organizations is evidenced in the way the Music Educators National Conference is working on the music program and the National Education Association is working along with others in the various fields. The Education Department reports that the program is going out over the largest network in *School of the Air* history—110 stations take the shows. Similarly an increase in the number of school discussion groups that cut out of the network on "This Living World" has more than doubled in the last year. While only a liaison remains with the Latin American countries there are plans on foot for an ultimate return to that field. Meanwhile an effective coordination on an international basis has been developed with the Canadian Broadcasting Corporation to the extent that during the current school series the CBC Education Department has been responsible for the planning, writing, production and even origination of seven programs. Rex Lambert of Canada, a member of the AER, is the mainspring for this innovation. Future plans call for a greater emphasis on the global aspects of this war and the post-war world. Roy Chapman Andrews was in attendance at the meeting and was subject to unanimous support on this point. Literature will hit the classics to a greater extent although not to the exclusion of the new and recent stories. The science program will revolve around the title, "Tools of Science" and will be featured by greater participation on the part of students. All in all, the sessions were quite revealing to this correspondent. There is balance and dash with good pedagogy—the *School of the Air of the Americas* is rapidly reflecting the good judgment and worth of the founders and workers through the thirteen years of history which the programs have been writing in educational radio.—H.W.K.

Seventh Series of "Lest We Forget" Released

The vital role of the home front in the present global struggle for the preservation of freedom is the theme of "Lest We Forget—Eternal Vigilance is the Price of Liberty," the seventh series of 13 dramatic transcriptions for radio

broadcast and use in schools to be issued by the Institute of Oral and Visual Education. The new series was made available March 1, 1943 to the 435 radio stations throughout the country that are now broadcasting "Lest We Forget—America Determines Her Destiny" and previous "Lest We Forget" series.

The inspiring stories in the new series are based upon contemporary history and stress the need for vigilance by every American as one of the major safeguards of our democratic freedoms which must become the democratic foundations of the post-war world.

Each of the 15-minute recordings is devoted to the need for vigilance in each of the different phases of the home front: "the community," "the schools," "the factory," "business," "the home," "religion," "the courts," "the government" and "fraternal organizations." Four of the recordings deal with problems of vigilance against "tyranny," against "rumor," for "new truths" and "among war veterans."

A special "I Am An American" recording is included for broadcast on "I Am An American Day" (May 16). A handbook on the series containing additional material for teachers has been prepared and is available upon request at the offices of the Institute of Oral and Visual Education, 101 Park Avenue, New York, New York.

To enrich the program and to bring its message into graphic form, the Institute is offering without charge to all listeners—and especially to school children—a "Portfolio of Freedom" which contains the flags of the United Nations in full colors, portraits of United Nations leaders and American war heroes, as well as reproductions of the Atlantic Charter, the Bill of Rights and other basic documents of American freedom—all of them suitable for framing.

Major Kent Re-elected President of the AER

Major Harold W. Kent has been chosen by a membership vote to lead the Association for Education by Radio for another one-year term, according to Willard E. Givens, official counter of votes. Mr. Givens is Executive Secretary of the National Education Association. His report on the outcome of the election is as follows:

For President: Major Harold W. Kent.

For First Vice President: William D. Boutwell.

For Second Vice President: Luke Roberts.

For Secretary: Elizabeth Goudy.

For Treasurer: George Jennings.

Regional Vice President for Region

I: Philip H. Cohen.

Regional Vice President for Region

IV: F. L. Whan.

NOTICE! Unrenewed Charter Members

Your membership in the Association for Education by Radio expired March 14. Consequently this issue is the last you will receive unless renewal is made by April 14. However, any members who are in the armed forces will be allowed to renew their charter memberships within a reasonable time after the conclusion of the war. You who are planning to renew should do it without delay. Send \$2.00 to the central office: Association for Education by Radio, 228 N. La Salle St., Chicago, Illinois—NOW!

Program Committee Reports:

Since the St. Louis convention of the American Association of School Administrators has been cancelled, President Harold W. Kent has informed me that there will be no national AER meeting, at least during the early part of the year. Perhaps one will be held in connection with the Institute for Education by Radio, Columbus, Ohio, April 30-May 3.—By John W. Gunstream, Chairman.

Latin Americans to Attend Radio Council Workshop

Seven representatives of Central and South American countries have registered for the Comprehensive Radio Workshop, a summer session in educational radio, sponsored by the Radio Council of the Chicago Public Schools and the Chicago Teachers College. Arturo Silva P., Consul Titulary for Bolivia, and Dr. Alberto Rivera Y. dePierola, director of the Colegio Alfonso Ugarte, have already been assigned by their countries, and two representatives from the Brazilian Foreign Office, Rio de Janeiro, another from the Argentine consular service, and representatives of Mexico, Chile, and Cuba, will also come to Chicago to take the course.

The Workshop will acquaint with the radio field and the use of radio in the classroom. The Latin-Americans plan to survey the educational radio field, and inaugurate a program of broadcasts similar to that of the Chicago Public Schools in their respective countries. They will adapt the program to the specific needs of their own educational systems in inaugurating the educational broadcasts.

George Jennings, Acting Director, Radio Council, announces that the course will start June 28 and continue until August 6, from 9 a. m. until noon daily. Guest speakers will address the class each day, during the last hour of the session. Network public service directors, local and regional radio station directors, and directors of various Board of Education depart-

(Continued on page 6)

The Use of Newscasts and Commentaries in an 8-A English Class

By Emily C. Leonard

The purposes of attempting a unit on radio news in an eighth grade English class were to utilize a real-life situation for providing varied functional language experiences in improving pupil listening, thinking, reading, speaking and writing; to develop appreciative and discriminating attitudes; and to supplement the social studies program by the use of current events.

The stage was set by displaying a variety of materials, such as radio logs and magazines, biographical sketches and pictures of newscasters and commentators, maps, books, and a radio. A direct approach was made through class discussion of radio's part in the war effort and the significant role of the newscast and the commentary. In comparing many programs, students freely admitted favorites and pet peeves. A purposeful problem was established: To discover and interpret the listening habits, interests and attitudes of the community.

Each student interviewed parents, friends, and neighbors. Planning for these interviews involved preparing a questionnaire, establishing interview techniques, determining a method of reporting, and practicing interviews in class. The individual reports were submitted to a committee who summarized and discussed the results. The committee used the microphone. A class evaluation of the report resulted in making lists of criteria for panel discussion and for microphone technique.

Each student then wrote a personal inventory and answered a questionnaire. These sources of information as to the listening habits, attitudes, and interests of the class gave direction to the development of the unit. Interest was lively, and the class discovered its needs; therefore, the next step was planning for individual and group work on selected problems.

The first activity was in-school listening to newscasts. Class preparation for listening was through questioning and using maps and newspapers. The class was thus prepared to expect that certain persons, places, events, and issues would be mentioned. In the discussion that followed the listening period, a student leader called for answers to the following questions: (1) what did we hear that we expected? (2) What new news, new problems, new issues were presented? (3) Which news was most or least important? (4) Which problems can students help solve? How? Then the class made a vocabulary list as an aid

to better understanding the next newscast. Maps were consulted for visualizing the news geographically, and to conclude the follow-up, the class briefly summarized the news of the day.

At frequent intervals these class discussions were recorded. Likewise, recordings were made of many other activities of the unit. These recordings were then used to discover what improvement was being made or was needed in speech and oral composition.

Becoming acquainted with commentators was the second problem. Information was obtained from the reading materials in the room as well as from many other sources. One student interviewed a well-known commentator by telephone; several students wrote letters; many obtained first-hand information through friends. Each member of the class then presented a commentator over the microphone to "the listening public." It was the speaker's responsibility to present evidence of the commentator's qualifications as an authority.

Next, impromptu impersonations of commentators provided material for later program use and motivated a problem in studying differences. Recordings of seven commentators made within a twenty hour period were used. The purpose in listening was to note differences in manner of speech and differences in presenting and interpreting data. The class discovered marked variation in voice quality, tempo, diction, vocabulary, and expression. In presenting and interpreting data, commentators differed in placing emphasis, in expressing emotion, and in stating opinion. In a similar manner, three newscasts heard on the same day were compared. It was found that the newscasts were quite similar in reporting news. Some conclusions were drawn from these two studies in the direction of more critical listening and thinking. Also each student prepared criteria for newscasters and commentators to aid him in the selection of programs for home listening.

In reporting programs heard at home, it was apparent that the majority of the class fell below a level of understanding that they could achieve under classroom guidance. This presented a problem: how can listening habits and skills be improved? By a series of objective tests on recalling facts accurately and adequately and on interpreting data, the class found that improvement was possible through (1) knowing what to listen for, (2) supplementing and assimilating through reading, note-taking, and discussion,

(3) listening attentively without diversions, (4) continuing to practice listening. The programs which were used for these tests were two adult programs and two school programs; namely, *School of the Air's* Friday broadcast and a recording of the Freeman Lusk 1941 Schoolcast.

One important outcome of listening to *School of the Air* was that the class wished to prepare a schoolcast of its own for an assembly program. Plans were made, and a division of labor among many committees produced a large variety of program materials which had been arranged by a stage crew to simulate a broadcasting studio. These programs varied somewhat each week, including such features as world news summary, school and community news, screen and radio review, news oddities, impersonations of news personalities, student commentators, panel discussion, news quiz, original dramatic skits based on current problems, and listening cues for the succeeding schoolcast. A random sampling of the audience was invited to remain for an interview following the program. Through leading and objective questions we tried to determine the relative value of the schoolcast to the audience who listened without preparation or follow-up. The main value seemed to lie in stimulating interest toward current events and especially toward this kind of current events activity. This semester's beginning with the use of the schoolcast has given directional aim to next semester's planning. A better procedure will be one in which the audience become participants in turn rather than merely consumers. Preparation and follow-up should take place in each classroom if the fullest educational values of the schoolcast are to be obtained.

Many other activities that developed during the course of this eight week unit provided for varied individual and group interests, abilities, and needs. Some of these were: (1) keeping and arranging scrapbooks and bulletin boards; (2) news and dramatic script writing and production; (3) writing a scenario and producing a motion picture of the unit; (4) research reading and reporting on selected problems, such as press versus radio, short wave emotionalized propaganda versus scientific analysis, China's war problems, the Panama Canal situation, etc.; (5) preparing radio programs to commemorate each special day as it occurred; (6) reading or producing scripts pertinent to current affairs, such scripts being obtained from the Los

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"We Take You Now To"—

By Kenneth G. Bartlett

Toronto . . . The Canadian Broadcasting Corporation and C. R. Delafield:

"In October, 1942, the CBC began publishing a monthly guide to broadcasts of educational cultural value. The guide is prepared for the use of teachers in Canadian schools, and gives advance notice of programs likely to interest students and teachers both in and out of school.

"The *Monthly Guide* is also distributed to libraries, conservatories of music, and other institutions, for posting on their bulletin boards.

"The CBC is broadcasting on its National Network two of the courses offered by the *School of the Air of the Americas*—'Science at Work' on Mondays and 'Tales from Far and Near' on Thursdays. The Canadian edition of the teacher's manual for this series was distributed by the CBC to teachers throughout Canada.

"Several of the broadcasts of the CBS school series deal with Canadian interests and some of the broadcasts are originating in Canada. This also applies to the *Inter-American University of the Air* in which the CBC is actively co-operating with NBC. During March, 1943, the CBC will contribute five half hour programmes to this series.

"The use of radio in education has been a prime interest of the CBC ever since its inception. This year it has undertaken still another educational scheme and one which is a brand new departure in this field in Canada—the organization in Ottawa of a national experimental project in school broadcasts. Mrs. **Beatrice Sherwood** is directing the project.

"The boys and girls of the Ottawa schools with their teachers, the National Film Board, the school and public libraries, and specialists in many different branches of education are all co-operating under the direction of Mrs. **Beatrice Sherwood** in an experimental series of radio plays and films which will last eight weeks beginning with an introductory talk on June 27 by Mr. **Gladstone Murray**, Director General of Broadcasting. The series has been organized as a complete unit including films and radio plays, the theme being the fostering of Canadian unity through a greater knowledge of the different groups which form our national background.

"The CBC is looking after all the scripts and radio production. **Genevieve Barre**, of the Montreal CBC staff, has been brought to Ottawa to build the programme and **Charles Wright**, former CBC senior producer for the Prairie provinces, now manager of Sta-

tion CBO, will be the studio director. The ultimate end of the project is to set up model programmes to be used by schools in co-operation with local radio stations throughout Canada."

New York . . . The National Conference of Christians and Jews, Inc., and Willard Johnson:

"As you may know, the National Conference works through the national office and through twelve regional offices in population centers of the United States. We have a staff of about eighty people who are working in these various offices.

"During the first few days of March we were quite busy catching our breath after the observance of National Brotherhood Week, February 19-28. Brotherhood Week is the climax of our year-round educational program to promote friendliness and cooperation among various religious groups in the nation.

"Our most important nation-wide program during March will be the observance of *National Religious Book Week*, March 15-20. This will be the first observance of this book week. We are expecting that a number of radio programs which consider books will participate in the observance. The *New York Times*, other newspapers in the country, library associations and our community Round Tables are co-operating in this program which will call national attention to fifty best Catholic books, 50 best Protestant books and 50 best Jewish books, as well as 50 books on goodwill among religious groups.

"You may be interested in knowing that last year the National Conference presented 8,230 radio programs. A considerable number of these involved participation by clergy or laymen representing Protestant, Catholic and Jewish groups.

"The entire radio program of the National Conference of Christians and Jews has been placed in the hands of Mr. **Sidney Wallach**."

New York City . . . National Broadcasting Company and Mrs. Doris Corwith:

"Figures just computed by our research department show that I spoke to audiences totalling more than 12,000 persons during a series of meetings in York, Wilkes-Barre and Philadelphia during December. In all, I appeared before 23 groups, including men's and women's clubs, high schools, and junior high schools. During the month of March, I expect to speak before similar groups in the Richmond, Va., area in cooperation with our affiliate WMBG,

and in Hartford, Conn., cooperating with WTIC.

"NBC's 'Pan-American Holiday' series wound up in a blaze of glory in Washington. Miss Eugenia Demetriou, of Maspeth, L. I., was adjudged first prize winner in a nationwide Spanish-through-Music contest for amateur singers. Many notables, headed by Vice-President Henry A. Wallace, were present in Washington for the final broadcast and luncheon. NBC's president, **Niles Trammell**, and several other executives, and script writer **Richard McDonagh** made the trip to Washington for the final special broadcast. Miss Demetriou won a round trip to Mexico City as her prize. Regional winners of the contest received RCA Victor albums of Spanish songs heard on the program.

"NBC will sponsor radio institutes this Summer in cooperation with both Northwestern University and the University of California at Los Angeles. The aim will be to instruct students in the technique of broadcasting. Classes are limited. The NBC-Northwestern University Institute in 1942 achieved a marked degree of success; all students who wanted employment in this field were placed after completion of their course.

"Dr. **James Rowland Angell**, NBC public service counsellor, and **Sterling Fisher**, director of the NBC *Inter-American University of the Air*, report continuing acceptance by colleges and high schools of 'Lands of the Free,' a historical series, and 'Music of the New World,' a music series. 'Lands of the Free' has been made assigned listening in many college history courses and the Music Educators National Conference has undertaken a study of 'Music of the New World' to evaluate the series from the standpoint of usefulness in connection with music instruction. A third series, on literature, is planned for early Spring. Every college teacher of subjects related to Pan-American relations has been asked to join in planning the series. So far as we know, it's the first time the educators have been invited to help in planning a program in advance of its production.

"Public service features constantly are expanding. Among the newer features this season are 'Doctors at War,' in cooperation with the American Medical Association under the supervision of the Army, Navy, and Marine Corps; 'The Family in War,' in cooperation with the National Congress of Parents and Teachers; and cooperating universities constantly are being added to the list of those interested in 'Unlimited Horizons.'

"In January, we launched an unprecedented campaign to help the American Red Cross recruit 36,000 graduate nurses, 100,000 nurse's aides, and

1,000,000 students in home nursing courses. The programming of the series is quite novel. 'That They Might Live,' which is the title of the Red Cross series, consists of a half-hour program on Sundays. Concurrently, station affiliates of NBC each will present locally two 15-minute weekly transcribed programs under the title, 'March of Mercy.' **Jane Tiffany Wagner**, NBC director of women's war activities, is directing the Red Cross campaign for the network.

"**Robert St. John** has begun a new morning series. The renowned commentator will discuss the men and women who make headline news. To make it possible for school children to hear the programs in their classes, **C. L. Menser**, NBC vice-president in charge of programs, has set 10:00 a. m., EWT, Mondays through Fridays, as the time for the talks."

Minneapolis . . . University of Minnesota and E. W. Ziebarth:

"The second semester of the Minnesota School of the Air is well under way with a network of 17 stations besides WLB carrying the programs. The North Central Broadcasting System with outlets in North and South Dakota, Iowa, Wisconsin, Michigan and Minnesota makes these broadcasts available to school listeners outside our service area. The second semester programs are designed to meet many wartime needs, and we have found programs dealing with health, current events, and our democratic way of life particularly helpful. We are using some of the Arch Oboler 'Plays for Americans' in one of our program series, and the response, on the whole, has been excellent.

"General participation of the faculty of the University has been arranged for a new program called the 'World We Want,' a series of discussions dealing with the problems of the world in chaos, and the kind of order which should grow out of the confusion.

"**Mr. Reid Erickson**, former dramatic director of WLB, has accepted the directorship of the Fort Wayne Civic Theatre, and his place has been taken by **Delwin B. Dusenbury**, former radio director of the University of Maine.

Syracuse . . . The Radio Workshop and Dorothy Ward:

"The Workshop is doing twelve programs a week from the campus studios, and the newest idea is cutting into the 6:00 news at 6:10 p. m. for a five-minute news analysis of most important news that day. Three times each week members of the School of Citizenship faculty analyze the news in this short five-minute period. At the close of the news from WFBL, the news man says, 'And now for an analysis of these news developments, we take you to the campus of Syracuse University.'



AER MEMBERS in Oregon gathered for an organizational meeting at the Heathman Hotel in Portland on January 29 to discuss plans for beginning a state division of the AER. "There is a definite need here in helping teachers to better understand the use of radio and visual aids in their teaching," writes Mrs. Mary E. Gilmore, president of the AER-Oregon group. "With that purpose in mind we have found a genuine interest in beginning our state division. Our membership already has tripled!" The group also laid plans for an AER conference in Portland on March 27.

"'Look Westward America,' by Professor **Douglas G. Haring**, who taught in Japan for several years and who has studied the Asiatic peoples, is a program that provides background material for interpreting our war news from the Pacific.

"'How War Came to America,' by Dr. **Ralph V. Harlow**, is the story of the men, the events and the combination of factors that led to Japan's attack on Pearl Harbor and Germany's and Italy's subsequent declaration of war. Both of these programs are heard on WSYR on Mondays at 10:15 p. m. and at 8:00 p. m. respectively.

"For two years one of the top authorities in the United States on sampling public opinion has been describing public opinion of Syracuse on important developments in the war. We persuaded him a year ago to make these public by radio, and these reports are again being heard, this year from WFBL, 6:15-6:30 p. m. every Thursday. So far he has described the city's attitude toward food and gasoline rationing; taken the public pulse on our feeling toward Britain as an ally; how long our people think the war will last, etc. The series is titled 'Where Do You Stand' and its purpose is to have Dr. **Herman C. Beyle**, the author of the study, describe public opinion

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Letters from Readers

Jan. 30, 1943

To the Editor —

I am writing to express my appreciation to Arch Oboler and the AER for the opportunity to broadcast shows appearing in Mr. Oboler's new book, *Plays for Americans*.

Last night the Campus Studio here at the College of the Pacific presented "Johnny Quinn, U.S.N." on our weekly "Radio Stage" program. It was the most successful dramatic show that we have presented this year, and I do thank you for giving our students an opportunity to work on such a stimulating script. Original music written by one of our conservatory students provided excellent background for the show.

I thought you might be interested to know that our Campus Studio is eager for all such shows that we can get. Certainly, by granting broadcasting rights on these plays, Arch Oboler is making the finest contribution possible to educational radio.

Mrs. John C. Crabbe.

Acting Director
The Campus Studio
College of the Pacific

Latin Americans . . .

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ments which cooperate with the Radio Council in the production and use of broadcasts in the classroom, are among the speakers. Others will include network producers, writers, talent, and sound experts. Representatives from the radio departments of the U. S. armed services branches will also be guest speakers.

The use of broadcasts and transcriptions in classrooms will be demonstrated. Children from the summer schools of the Chicago Board of Education system will make up the classes. Further information regarding the Central Radio Workshop may be had from George Jennings, Acting Director, Radio Council, Chicago Board of Education, 228 N. La Salle Street, Chicago.

Recorded Playlets Based On Catholic Catechism

Defenders of the Faith, a Catholic educational association, is sponsoring an unusual project in radio based on the *Catechism*. Fifty fifteen-minute one-act playlets for children dramatizing the *Catechism* have been recorded and are now being broadcast on thirty-five stations throughout the country. The series has been highly praised by Catholic leaders throughout the world and is presented over radio stations under the sponsorship of individuals or local Catholic organizations. In a few instances, such as is the case in Morgantown, W. Va., the playlets are presented over a local radio station as a "live" broadcast by children in the city's Catholic schools. The project is supervised by Father Richard Felix, O.S.B., director of Defenders of the Faith, with headquarters in Conception, Mo.

In the transcribed programs a choir of 25 children's voices, a cast of three boys and three girls are used, with Father Felix acting as narrator and quizmaster. The choir, comprised of fifth, sixth and seventh grade students, opens and closes each program singing the more familiar hymns of the church. The cast of boys and girls, all eighth graders, is an amateur group trained by Father Felix with the help of a dramatic teacher.

The transcriptions formerly were available for purchase, but due to the scarcity of materials they are now being loaned on a rental basis. To aid proper utilization of the programs, a *Word Book* has been prepared as a guide to teachers in pre- and post-broadcast activities. Questionnaires built around the data contained in each playlet also are provided.

Scripts of each program are available in printed form. By writing to Father Felix, school and dramatic groups may secure permission to present them.

Impressions of a Music Educator

By William E. Knuth

Head of Music Department,
San Francisco State College

The School Broadcast Conference held in Chicago on November 10th-12th was unique in bringing together educators, broadcasters and directors of education by radio for a consideration of producer and consumer aspects of radio in our total educational picture. The writer, a member of the Board of Directors of the Music Educators National Conference as well as a member of the Music Committee of the AER, found this School Broadcast Conference exceedingly worth while and suggestive of many new educational trends and points of emphasis. The writer attended all of the special broadcast programs, the general sessions and certain selected work study groups with the only regret that his experience could not have been shared by all music educators.

The development of our various educational organizations has tended to compartmentalize us in the various fields of interest. Thus, in a sense, we have become disunited in our attack on common problems for we bring only a particular background and often the bias of a special subject or professional interest. Opportunity is also needed for a horizontal cross-fertilization of ideas around a study table where all students of varied backgrounds and organizations may experience the adventure of seeking a united solution to mutual problems. Our interests and intuitions need the spark of meeting a variety in the old and new, of familiar background and suggested foreground in which deliberation, judgment and readjustment are involved. Too often members of a given professional organization think they are bored. They complain that their meetings are lacking in inspiration but seldom admit that they have personally allowed their participation to become passive and infected with apathy, indifference, stereotype and callousness to real problems. It is here that we need the impact and freshness of a new point of view and the challenge of a new thought environment. The School Broadcast Conference was such an opportunity for a music educator—an opportunity to observe mutual problems today with their various conditions of perplexity, resistance and conflict attacked by another professional group with a unique background.

The most challenging session to the writer was the resource panel on radio engineering which gave a vision of what technical radio development might be expected in the post war world. Upon reflection, one realized that modern radio technology is a scientific

wonder yet, basically, only a miracle tool of communication. Men give value to radio for social good or evil as they use it for their purposes. Here is our challenge in the job of education. Here is our responsibility in a united quest for educational progress in a democracy.

Every music educator would have been impressed by each meeting of the conference because of its theme song—the educational possibilities of radio. Ever present with this theme was its insistent counter-melody—our opportunity-responsibility for the appropriate use of radio in winning a war and building a peace. Actual demonstration of radio production and the utilization of broadcasts gave many suggestions that could readily be used or adapted in music education. The splendid exhibits of the radio industry at the conference merit special mention. The School Broadcast Conference was a friendly conference with a warm welcome to visitors. Strangers soon felt themselves a part of a live organization and participated freely in its varied activities and programs. Major Harold W. Kent and his colleagues are to be congratulated for their able leadership in the success of this educational meeting at a time when all the world is faced by unlimited anxieties and problems.

The closing meeting of the School Broadcast Conference was a joint meeting of several organizations. Concurrent meetings of the Association for Education by Radio, the Illinois Music Educators Association and the Board of Directors of the Music Educators National Conference were held as the opening session of the National Institute on Music Education in Wartime and were unique in bringing these organizations together for the first time in a consideration of new opportunity and challenge for music education in radio. Lyman Bryson from the Office of War Information gave the keynote address on opportunities for radio and music education in the war effort. A panel discussion period followed with representative members from the field of radio and music education. The meeting was ably summarized by William D. Boutwell from the United States Office of Education.

To Music Educators, the joint meeting was a demonstration of the progress possible by united cooperation study on mutual problems. We were all aware that a dynamic new force has entered this field of education to challenge the supremacy of the deified textbook. Visual language experience via the printed page will be supplemented by the aural experience of radio, our modern communication miracle. The

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Broadcasts for Schools . . .

By Blanche Young

Wisconsin School of the Air

"The war has not changed the purpose of the School of the Air," writes H. B. McCarty, Director, and now Senior Program Technician with the Overseas Branch of the Office of War Information, in his introduction to the 1942-43 bulletin. "It has not altered the basic plan of presenting broadcasts in music, art, reading, nature, and other school studies. But this war, a global war, has blasted a lot of old-fashioned notions about geography—about continents and countries, about space and distance, about separation and boundaries, and about the people who inhabit this little earth. Overnight we must change ideas to keep pace with the speed of air transport, invasion, conquest, and governmental upsets."

"Consequently, the *School of the Air* introduces this year two new series of programs, both born of the urgent need for new concepts of geography and human relationships: "Exploring the News" and "American Neighbors."

"Exploring the News," written by Romance Koopman, is a weekly series of current events and backgrounds, stressing geography. Theodore Frost, formerly an assistant principal of a public school in Madison, and now an instructor at Truax Field, narrates the series. Each program highlights news of the past week, national and international, for about three minutes. The remaining time is devoted to an exploration of one of the countries behind the news. So far the following countries and areas have been explored, in the order named: The Russian Caucasus, Australia, The Pacific Islands, Burma and the Burma Road, Egypt, North Africa and the Mediterranean, Northern France and Italy, Greece, Turkey, Spain, China, Russia and England the first week in February. "By a stroke of luck, and by following the news carefully, North Africa was explored the Monday after the landing of American troops there," writes Miss Koopman.

The second new wartime program at WHA is described in the bulletin as follows: "American Neighbors" presents the living picture of nations linked not only by the war effort, but by socio-economic geography. It vitalizes the picture of Latin American lands, cultures, peoples, and ways of living. It highlights the significance of Alaska, Canada, and the Arctic airways. It presents the dramatic picture of hemisphere-community, whose people must work together for mutual survival and welfare.

The scripts and teachers' manual for

this series are written by Miss Helen Hanford, author of *The Story of America and Our Wisconsin*. Miss Gertie L. Hanson, Stevens Point Teachers College, acts as consultant and both of these programs have been planned with the guidance of the State Wartime Social Studies Committee. Many county tests in geography in May will be based on the manual and broadcasts of these two programs. It is interesting to note, also, that this program, and several others at WHA, are twenty or twenty-five minutes in length, since they do not have to adhere to the fifteen-minute unit of commercial radio stations.

Numerous orders for "American Neighbors" and "Exploring the News" manuals have been received from teachers who have no radios, or whose schools are located outside the WHA broadcast area, but who wish to follow the course via the manual.

Other programs, as described in the bulletin, continue with no change in form but with fresh, new topics and ideas.

Afield With Ranger Mac. (Grades 5-8). Wakelin McNeel, Assistant State 4-H Club Leader and Chief, Junior Forest Rangers, is the Ranger Mac who conducts the natural science and conservation broadcasts.

Under his guidance, young trailhitters discover a new exciting out-of-doors. Ants, angleworms, and aphids, bees, birds, and bacteria—every part of nature becomes a familiar living part of the child's experience. From the lowly slug to the farthest star runs Ranger Mac's trail. Eager children follow him by radio, sharing his appreciation, and gaining the understanding that provides a firm foundation for conservation.

This year, Ranger Mac includes more of the nature games that have proven so popular, and several unusual broadcasts combining history and folk lore with the story of the outdoor world.

Storybook Land. Scripts by Helen Frey. Presentation by Adele Stephens and the WHA Storybook Players. (Grades 1-3).

Here's adventure and wonder and fun for willing ears; here's a helping voice for busy teachers besieged with requests for stories.

The program has no more serious purpose than that of entertainment, but teachers are invited to make use of suggestions given on the air for follow-up work. Simple creative activities provide the basis of weekly honor rolls which are read on the program as additional stimulus and enjoyment for the children.

Book Trails. (Grades 4-6). Scripts by Margaret Snyder. Teacher's Manual by Joyce Jaeger, Script Editor.

An introduction to all types of leisure-time reading and many more are offered in the "Book Trails" series, for intermediate grades. Enjoying a story heard on the air, boys and girls are motivated to read it for themselves, or to find other books like it. All books are carefully selected with the advice and approval of Miss Irene Newman, State Supervisor of School Libraries.

Let's Draw. (Grades 5-8). James A. Schwalbach, Whitewater State Teachers College.

"Let's Draw" can be relied on to guide students to rich and pleasant experiences in creative expression. The 1942-43 series was planned with full awareness of world

events. The role of art in America's war effort has prompted programs for making victory posters. Other broadcasts give students an opportunity to interpret in pictures the national emergency as they understand it.

The manual provides all necessary information for teachers. Samples of work may be submitted by teachers for criticism by Mr. Schwalbach. Drawings are judged for inclusion on honor lists, and a personal card of comment and advice is mailed to the teacher of each participating class. "Let's Draw" stimulates, tells how, and offers individual help.

Let's Find Out. (Grades 2-4). Natural Science and Social Studies. Scripts and Manual by Romance Koopman, Narration by Gerald Bartell, Production Manager.

A national prize-winner now is "Let's Find Out." In competition with educational broadcasts from all over the country, this program—alone in its class—was commended by radio educators as a valuable, appealing use of radio to supplement classroom teaching. More important than the judge's report is the ever-growing acclaim from teachers.

In step with the times, several of the original stories acquaint youngsters with our South American neighbors, others with our armed forces and civilian defense workers. Although each story includes lessons in citizenship and democracy, the final story in each unit is devoted almost entirely to attitude building. Generous help in planning this year's series was contributed by Mrs. Lois Nemecek, State elementary school supervisor.

Music Enjoyment. Mrs. Elyda Morphy. (Grades 1-4).

Aiming to develop discriminating taste at an early age, Mrs. Morphy tempts young listeners with varied programs that include melodies of the seasons, rhythmic selections to start small feet tapping, an abundance of descriptive music and, as a special treat, the wonderful music story of "Peter and the Wolf." All are chosen for their simplicity, appeal to children, rhythm, and high imaginative quality.

Throughout the year members of the instrument family are introduced to take their places in the child's acquaintance with music. Certain selections are repeated frequently enough to become familiar to the children, who are given a chance to test their memory with music riddle games.

Journeys in Music Land. (Grades 4-8). Prof. E. B. Gordon, University School of Music.

One of the oldest *School of the Air* programs, "Journeys in Music Land" is unquestionably one of the most popular. Last year, more than 50,000 boys and girls enjoyed Prof. Gordon's radio singing lessons. His purpose is to teach boys and girls a selection of lovely songs, but more than that he wishes to help them find pleasure in singing.

The Music Festival at the close of the School term is always an invigorating and valuable experience for the boys and girls who come to Madison to be a singing part of it.

Rhythm and Games. (Kgn., Grades 1-3). Mrs. Fannie Steve.

Even the most energetic primary children will find sufficient, joyous activity as they follow these Friday morning broadcasts. And although to them it's only play, the teacher will realize that each program is developing the children in poise, muscular coordination, bodily grace, and group cooperation.

To inspire in children a neighborly consciousness of the countries which stand allied with ours, Mrs. Steve this year introduces authentic folk games and tunes borrowed directly from the countries comprising the United Nations.

Space does not permit the description of courses suitable for use in high schools and colleges which are broad-

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AER Reviews . . .

The Writers' Radio Theatre 1941. Norman S. Weiser, editor. (Harper & Brothers, New York, 1942, \$2.00, 210 pp.)

Reviewed by ERIK BARNOW

The Writer's Radio Theatre 1941 contains impressive scripts by Corwin and Oboler, who both had something worthwhile to say to and about America in the year of Pearl Harbor. The remaining plays in this slim collection are in varying degrees skillful and amusing, but unhappily do little to bear out the editor's contention that radio in 1941 "emerged as the most important dramatic medium in a war-torn world."

During 1941 America was rearming, and slowly beginning to buy "defense bonds." But until December the country was technically neutral, and neither network nor sponsor wanted to be accused of edging it toward war. Hence discussion of the war, the chief issue facing the country, was as much as possible confined to forums and talks by rivals experts. The radio dramatist was expected to steer away from the war. Occasionally he might manage a comment on the crisis of the day through the use of a historical parallel, but on the whole he was expected to stick to his appointed task of making up tales as remote as possible from "a war-torn world."

On government programs he was given some leeway. On the "Treasury Hours," Oboler was allowed to maintain that "If someone fights for justice and freedom, their fight is our fight." On few other series of 1941 would a dramatic writer have been allowed to say that, or anything like it.

All this suggests why this anthology of "outstanding" scripts of 1941 seems, with a few exceptions, thin and remote, and gives one the feeling that radio's dramatic writers were not allowed to listen to the news programs. It was indeed the year when network radio's position, as a private enterprise with more-than-private responsibilities, was most difficult. It is interesting to note that even recently a Scripps-Howard writer, in a discussion of *The Writer's Radio Theatre 1941*, attacked the Corwin and Oboler contributions as "subtly communistic."

The prefatory comments by the editor of *The Writer's Radio Theatre 1941* are confused and often fantastic. Some samples:

"To a large degree, one of radio's outstanding writers, Arch Oboler, has been responsible for the success of the Defense Savings Bonds and Stamps campaign."

"The writing is outstanding for its sheer beauty in the blending of words

and thoughts, yet it is always Arch Oboler."

"Overshadowing all defense projects . . . was Norman Corwin's 'We Hold These Truths' Bill of Rights show . . ."

"Employing all the recognizable radio techniques, Corwin, for the first time in the history of the Radio Theatre, has successfully blended a narrator's voice with a dramatic passage, retaining the full flavor of the story matter, yet effectively pointing up each actor's lines by the added dialogue injected through the medium of the narrator."

"Charles Martin, the first of radio's geniuses . . ."

The editor offers some bad advice for newcomers. He says scripts "submitted to stations or networks . . . must in most cases be submitted in person." This is of course not true, and is unnecessarily discouraging to writers remote from network centers.

Radio in Informal Education, A conference report by Hazel L. Gibbons and I. Keith Tyler. (Bulletin No. 64, Evaluation of School Broadcasts.)

Reviewed by E. W. ZIEBARTH

"We cannot hope to win a war of ideologies by ignoring the most effective instrument for the spread and reinforcement of democratic ideals. Nor dare we ignore youth, upon whom the shape of the future depends. Fascism should have no monopoly either in its cultivation of youth or its reliance upon radio." This statement from Dr. I. Keith Tyler's foreword to *Radio in Informal Education* is the keynote of the conference of which this bulletin is an incomplete report. Since this is not simply a record of a conference, but an "important document of suggestions serving young people," the reader will be pleased to have the report, but will want an even more complete one. If there is any phase of radio broadcasting about which more nonsense has been promulgated than that of broadcasting by and for children and youth, this reviewer does not know what it is. For this reason the conference was of major importance; for this reason radio people should be pleased to have a report of that conference, and for this reason they will be sorry not to have a stenographic record of the significant suggestions made by the outstanding representatives who attended.

If much of the nonsense to which we have referred has been the result of subjective speculation on the part of the layman without adequate information, accepting oracular evidence where experimental evidence does exist, this document will help dispel some of the misinformation. If it has been the re-

sult of a failure to define objectives and evaluate existing efforts, this report will, if carefully interpreted, offer aid in making evaluative analyses.

Dr. Harry Stack Sullivan's discussion of *Youth Needs in Wartime*, while in no sense an outline of what radio can do, is doing, or should do, does provide some sign posts pointing to a possible sociotherapeutic road to psychological stability. If we are convinced that his statement of the three major needs of man today is an adequate statement, the broadcaster's responsibility is clear, though Dr. Sullivan does not state the matter in those terms. His description of psychopathological states is valuable and authoritative, although in the case of stuttering at least, incomplete to the point of over-simplification.

Dr. Tyler's discussion of *Radio and Youth* is clear, practical, and highly significant. He points out that only a beginning has been made among youth organizations in the use of radio as a group activity, and that the extent of classroom utilization is not impressive. It is significant that none of the youth organizations reported an organized attempt to study the home listening of members, or the promotion of group activities aimed at the development of radio program discrimination. It is in the use of radio as an instrument for reaching the public with information about youth organizations that Dr. Tyler finds a greater awareness of radio's importance, not only locally, but nationally. As we would expect from this lack of promotion of activities leading to discriminating listening, the whole matter of evaluating radio programs critically is relatively undeveloped.

The report of the discussion led by Earle McGill is valuable because it records in some detail the conclusions of several of the nation's leaders in the field of youth broadcasting, and we may assume that these conclusions represent the result of long and careful consideration. Typical are the conclusions of Tom Rishworth and Sherman Lawton who point out that the organizations should not broadcast purely for publicity purposes, and of Judith Waller who emphasizes the need for organizing the listeners if evaluative work is to be done.

It is impossible to review in detail here the suggestions which were made in other meetings, but Sherman Lawton's answer to the question about what the college workshop can do to help the youth organization is one which should be read by all broadcasters, teachers, and organization representatives. His paper on the case history of Annie should have been of great interest to Dr. Sullivan because of its psychotherapeutic implications, and to other workers in the field of

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The Use of Newscasts . . .

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Angeles County Radio Department and the United States War Board; (7) evaluating a commentator or newscaster after listening for two weeks; (8) drawing news maps and news cartoons; (9) preparing essential written items, such as letters, captions, critiques, summaries, announcements, news stories for the community paper; (8) using and caring for equipment, such as radio, transcription turn-table, projection machine, camera, recorder, lighting equipment sound devices, and records.

In addition to the wide range and frequent practice of language expressions and skills that this unit provided, there were inherent social relationships that were equally valuable from an educational standpoint. Some that were most apparent were cooperation, responsibility, sharing, leadership, management, purposeful and cooperative planning, critical evaluations, interviewing, and recognition of the individual.

From the standpoint of teaching procedures, it has been indicated throughout this report that each phase of the unit developed through (1) discussion to establish interests and purposes and to recognize needs; (2) planning for individual or group organization and participation; (3) establishing standards; (4) practicing for improvement whenever necessary; (5) evaluating the outcomes.

Many recordings of students' work, the motion picture, and the schoolcast will serve, we hope, to stimulate interest and motivate radio study with next semester's classes.

The unit closed to make way for a creative Christmas pageant, but in reality the unit still progresses, for students continue to listen and to discuss newscasts and commentaries at home, to request the Friday broadcast of *School of the Air*, and to show marked improvement in the language expressions and skills in which they received vital, significant, and practical experience.

Secondary school teachers may view this study of radio news as merely a beginning in critical analysis, for we attempted only what was appropriate to the grade level; but as we see it, the main value lies in the fact that a beginning has been made upon which larger developments can later be achieved.

Broadcasts for Schools . . .

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cast daily over WHA. These are planned primarily for out-of-school listening and no teachers' manuals are provided. A weekly bulletin lists the topics found in the following courses: The French Program by Mlle. Germaine Mercier, "Wisconsin's Yesterdays," (fascinating stories of explorers, missionaries, traders, soldiers, immi-

grants and statesmen), "Following Congress," (authentic re-enactments of congressional debates), "Over at Our House," (a home economics program dramatizing episodes in the lives of a typical American family), "Adventures in Conservation," presented by the State Conservation Department, and "Foreign Novels in Review."

The effectiveness of radio broadcasts in the classroom is largely dependent upon the skill of the teacher in adapting the material to the needs of her particular group of students. To this end, the bulletin lists "Ten Demands" for Effective School Listening.

1. Provide GOOD receiving equipment.
2. Try several programs, select those best suited to the grade level and interests of your pupils, THEN LISTEN REGULARLY.
3. Obtain teacher manuals to guide utilization.
4. Tune your radio and adjust the volume well in advance of the start of the broadcast.
5. Listen attentively! Set a good example for the children.
6. Follow the program with discussion or activity as needed to make the experience meaningful.
7. Don't kill the pleasure of radio listening by compulsory note-taking, excessive testing, or tiring routine.
8. Don't expect the radio to do everything. Your skill in using the programs is all-important.
9. Encourage parents to hear the broadcasts. They form an excellent link between school and home.
10. Write to the broadcasters. They are entitled to your frankest criticism. They receive no pay.

AER Reviews . . .

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radio, because many of them must have observed some such adjustment phenomena from time to time. (Although few of us could give such a striking example.)

The bulletin is an important addition to the literature in the field of youth broadcasting, and future discussions and conferences of this nature should certainly be encouraged.

"We Take You Now To—" . . .

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of the community and then invite the listener to compare his attitude with that of majority and minority groups.

"Ask the Scientist" and "Forestry Forum" have been continued from previous years. Both are also heard as transcriptions on many stations throughout the state.

"Wartime Living" is a symposium for the homemaker, heard on WSYR

at 10:45 Saturday morning; is sponsored by the College of Home Economics; and aims to help the homemaker in the use of food substitutes, preservation of household equipment and provides buying guides.

"Dramatically the Workshop Players have written and produced programs for the War Chest, the Community Chest, the National Red Cross, and in addition have been transcribing some of the Script of the Month programs from the War Writers Board. They have also produced several programs by Oboler and Corwin.

"Personal items . . . Workshop secretary, Kathryn Hopper, is getting ready to be married in April, and for the first time in her life radio is not the most important thing in the world. . . . so far the Workshop graduates in radio number 88 and with more than a third in the armed service . . . have not started using women announcers yet but by June there will be practically no men on the staff or enrolled in classes. In anticipation of this shortage a girl's announcers group was formed early last fall and several are beginning to show marked ability."

Impressions of Music Educator . . .

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panel discussions emphasized the necessity of better performance in teaching and learning via radio, of improved habits of listening, and the need of radio appreciation study, as a subject of school study. Questions of radio program format including such factors as continuity, pace, drama and tonal contrasts were considered important problems for further study.

Every Music Educator should accept the challenge of radio for music education. It is our means for keeping pace with contemporary events. Outstanding programs of future educational value should be recorded and schools should be encouraged to include such transcriptions in their record libraries. Radio workshops are needed where music educators, broadcasters and educational directors of radio can work together. Many problems mentioned in the panel discussion need the searching cooperative study of such a workshop. Such problems must include the overall consumer use of radio in various areas of the country as well as the many involved questions of production. Only through united study by school administrators, the various subject matter specialists, the various radio specialists, and the radio industry can the place be evolved which radio justly merits in the educational program. Radio is the modern tool of education. It is a miracle of communication for keeping the people of our democracy informed and balanced with just minds and great hearts.

"It Tolls for Thee" . . .

(Continued from page 1)

Knowledge, rather, that shows how China and Russia and Britain, each in quite a different context from ours, each by methods not necessarily ours or even methods that we approve, are committed in aspiration to the realization of the century of the common man. That is our common tie with them. That is the common objective which overrides and overrules all other differences between us. That is the common tie which differentiates us, the United States, from the enemy.

And third, knowledge of their own history. Dr. Berg spoke of that, and I endorse all that he said there. Knowledge of their own history, showing that in this war we fight afresh to precipitate the flow of that tide that America set flowing in 1776. This is America's war as it is no other nation's war, because it is a step towards the fuller realization of a goal that this country defined to the world at large. We fight, in fact, to rediscover in ourselves the motive force which, in the beginning of our history as a nation, first set itself a goal that corresponded to the heart's desire, and thereafter set about discovering how to organize the means of its achievement. That is the singular thing in the history of America that strikes me—the precedence of moral choice over action. In 1776 and again in Lincoln's day the issue was defined before men joined in battle. The battle was the consequence and outcome of a solemn choice. Men chose to fight because they first believed. Men knew what they were fighting for, in simple, clear terms. Lacking the inspiration of belief, we lack the power to realize, as we now must, on a world scale, the principles which we laid down for the foundation of our constitution.

That in essence, and in very concentrated essence, I admit, is the message I wanted to convey to you tonight. Part of what I have said may seem to you abstract and possibly abstruse, but the essence of the problem is so simple that it can be put clearly so that any man can understand it. For such clarity of vision and expression, we have to look, often, to the poets. A hundred years before this nation existed, there was in England a great poet and a great divine, a Dean of St. Paul's, by name, John Donne. Some 300 years ago he wrote some lines that in essence contain the whole spirit and motive force by which we can be inspired in the prosecution of this war. No man has said it better since, and nothing that I can say can improve on it. In a sense, it is a parable. It is a parable, the truth of which, if we can only grasp it in the context of the present time, will see us through and give

us the inspiration to fight on. John Donne was a sick man, threatened with death; and in the loneliness of sickness he discovered, through the power of poetic imagination and from the inspiration of his faith, a truth that belied the loneliness that he then felt. What he said was this:

"No man is an island entire of itself.
Every man is a piece of the continent,
A part of the main.
If a clod be washed away by the sea,
Europe is the less,
As well as if a promontory were,
As well as if a manor of thy friend's
Or of thine own, were.
Every man's death diminishes me,
Because I am involved in mankind.
And therefore, never send to know
For whom the bell tolls.
It tolls for thee."

That is a conception which goes on through history, which gets reexpressed in different terms in different times. It is the echo of the same voice that said that all men are created equal, the same conception of the community of interests and of the destiny of all mankind that we have got to realize today, as a practical, as well as a spiritual, necessity. In the last analysis the two are one. And we have to realize it in the drab context of a world which has brought home this truth to us drab folk, not through the inspiration of poetic imagination, not through the power of religion, except for some, but through the hard, crude, brutal facts of the material world in which we live. The destruction of time and of space by planes and radio, the destruction of isolation as such by the economics of our time, are bringing home to us in the crude, materialistic language that alone, apparently, we are capable of understanding, the truth that John Donne perceived through his imagination. That, to me, is the essence of the purpose and the end of propaganda that we have got to put across. We have to face this country with the choice of sliding back, or of going on towards the completion of its destiny.

That is what I wanted to say at fuller length, and in perhaps simpler terms. But the essence of the problem is there. The decision is with you and me. We tend too much to look to others for solutions. We tend too much to ask for guidance and for leadership. In a democracy leadership

stems from the people, and the nature of the issue that we face is whether the people can grasp in themselves the destiny and duty that is implicit in that phrase of Donne,

"Every man's death diminishes me,
Because I am involved in mankind,
And therefore, never send to know
For whom the bell tolls,
It tolls for thee."

Question—Answer Period

Question: Does Mr. Siepmann tell us then that we are not fighting in this war to preserve the status quo and to get the country back as it was economically and socially before this fighting began?

Answer: It is difficult to be specific in the sense that you want me to be on that point. The thing I mean is that this country has moved forward in a material sense beyond the power of any man's imagination, as one looks back through its history. The question that arises in my mind is whether it has sustained the revolutionary spirit that was embodied in that first revolutionary movement of 1776 to realize the continuing betterment of the lot of the common people of this country, whether it has lost sight of that ideal in the sense that it has become too much preoccupied with the concern to clutch to itself what it has got, rather than to concede in service to the community the spirit and the activities of its living.

What I wanted to suggest was that both domestically and in an international sense, unless we can substitute the notion of service for self-interest in all the various facets of our living, we are likely to stand doomed against the challenge of a Hitler who claims that men are not fit to determine their own destiny and give themselves to it, that men must be told what they shall do and find the lesser peace that comes from slavery. I'm afraid that doesn't answer your question in the specific sense you want, but it would need an hour's lecture in philosophy and a good deal of background of application to give the full answer I know you need.

Question: What do you think is necessary to a happier world after the war?

Answer: The four freedoms, implemented to the fullest conceivable extent; the elimination from our system and our society of grave defects that we are all aware of and that fall far short of the four freedoms which the President defined.

Question: Do you mean then, Dr. Siepmann, that the four freedoms for the United States are the four freedoms for the world?

Answer: They are one.